

# **Response to Instruction/ Intervention**

**Title I Conference  
March 9 and 10, 2011**

## **Office of Public Instruction Rtl Project**

- ▣ 2006-2007 Four pilot elementary schools across the state
- ▣ 2007-2009 Forty plus secondary and elementary schools
- ▣ 2010-2011 Over 120 secondary and elementary schools trained in each of the five CSPD Regions

## **Eight Essential Components**

- ▣ Ongoing assessment for all students
- ▣ Evidence-based curriculum and instruction
- ▣ Collaborative teaming
- ▣ Data-based decision making
- ▣ Ongoing training and professional development
- ▣ Strong leadership
- ▣ Fidelity of implementation
- ▣ Community and family involvement

**What we know now that  
we didn't know four years  
ago...**

There's a big difference  
between the RtI initiative and  
the Pre-referral Model...

### **Pre-referral Model**

- ▣ Find students who are failing
- ▣ Utilize a team to generate ideas for intervention to slow the decline
- ▣ This precedes a referral to Special Education

## RtI Model

- ▣ Screen all students to predict those who could be at risk...don't wait for failure
- ▣ School-wide focus on core instruction
  - student engagement
  - positive instructional interactions
  - curriculum alignment

## RtI Model

- ▣ For those with potential risk
  - take a closer look (Phonics Screener)
  - identify components of missing skills
  - create targeted groups to address key skills (pre-teach, post-teach, specific phonics skills) all within the core instruction

- ▣ Some students may move up to more intense instruction
- ▣ Most will move to benchmark with these early preventive interventions
- ▣ Many will continue to need these preventive interventions throughout their school careers

**Most important component:**

- ▣ School-wide focus on core instruction

- ▣ No “RtI’d” students...
- ▣ RtI = Prevention with the focus on intensifying core instruction

- ▣ This does not happen alone...
- ▣ No one can afford to be in private practice...

**Another important component:**

- ▣ Collaborative teaming for data-based decision making

**Grade level teams keep track of the progress of all students at their grade level:**

- ▣ Review the screening data
- ▣ Complete any needed additional assessment
- ▣ Create the shared plan based on what they see (targeted small group instruction)
- ▣ Progress monitor to assure the plan is working...change if necessary
- ▣ DOCUMENT

- ▣ Four potential Roadblocks...

## **The Student Deficit Model**

- ▣ When a student struggles, we focus on the deficits within the student and “fixing” the student
- ▣ Instead of looking at the quality and design of our instruction and what we may need to do differently



## **The Big Handoff**

- ▣ We can tend to hand off a struggling student to a specialized program
- ▣ And risk losing alignment of instruction, create potential instructional confusion, loss of instructional time and loss of access to the core curriculum

## **The Teacher Just Knows**

- ▣ Rely solely on intuition and classroom observation. While these are important, they shouldn't drive instructional decisions
- ▣ Need to use quantitative data: screening, follow-up assessment, progress monitoring need to drive instructional decisions

## **Pathway to Special Education**

- ▣ Some will move through the tiers over time and require increasing instructional intensity.
- ▣ We have an obligation to ensure these students receive assessment and potential identification.
- ▣ While realizing that this isn't the purpose of RtI

## **The purpose of RtI**

- ▣ Is to identify students at potential risk
- ▣ And strategically work together to fill in the instructional gaps
- ▣ Through the delivery of effective Tier I instruction

## **How does RtI look at the secondary level?**

- ▣ It does not look the same due to a different set of challenges
  - Scheduling
  - Issuing credits
  - The impact on elective options

But we are finding our way...

## **Where to focus your energy...**

- ▣ Have the oversight of RtI come from Curriculum and Instruction, not Special Ed. This is not a Special Ed initiative...
- ▣ Keep the focus on high quality Tier I Instruction and interventions
- ▣ Create your RtI Leadership Team to be primarily general ed teachers
  - Keep their focus on the big school-wide picture of
    - ▣ Curriculum alignment
    - ▣ Overall student growth trends
    - ▣ Staff training needs

- ▣ Keep the individual student problem-solving with strong collaborative grade level teams
  - Meet regularly
  - Design targeted groups
  - Progress monitor individual growth

Collect data and use it as the basis of our instruction and curriculum decisions

If the nation had graduated 100 percent of its high school students 10 years ago, the money the additional graduates would have put back into the economy would have covered the entire cost of running the federal government in 2009.

J. Amos (2008), Dropouts, diplomas, and dollars: U.S. high schools and the nation's economy, Washington D.C.: Alliance for Excellent Education

## **The problem has never been**

1. Not caring enough
2. Lack of effort

It is not the pace of change that is the culprit.

It is the piecemealness and fragmentation that wears us down.

Michael Fullen (2000)

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